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ABSTRACT

The amount of attention given to global studies in early childhood and elementary settings is very limited. There appears to be a marked division in the thinking of educators over the advisability of providing any formal instruction in or about global studies at this level. Teacher preparation programs are confronted by the challenge of unformed or ill-formed global consciousness among faculty as well as among their students. A part of the problem is lack of any expectation that early childhood and elementary teachers should attain any significant level of sophistication in learning whether it is science, mathematics, or the complexities of international understandings. Impediments to introducing a global approach to the preservice education of elementary school teachers are discussed and suggestions are made for a cumulative and realistic curriculum for teacher education programs implementing global awareness studies into their programs. (JD)

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GLOBAL STUDIES IN ELEMENTARY AND EARLY CHILDHOOD EDUCATION

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The State of Global Studies in Elementary and Early Childhood Education

The present state of global studies in early childhood education and elementary education is a problem to overcome but not a problem without promise. Any attempt to address issues related to global studies in elementary and early childhood education must take into consideration the interplay between concerns at two levels. One must attend to the state of affairs in the classrooms in which young children are being educated as well as in the classrooms in which preservice teachers, usually in undergraduate teacher education programs, are preparing to become teachers. The former are the setting or context in which the ideals, possibilities, curriculum and instructional strategies learned in teacher education programs are worked out. The latter is the key to establishing the understandings and attitudes necessary to making a break through the wall of contemporary lethargy, misunderstandings, and inaction that frustrate the realization of global education goals.

In Early Childhood Classrooms

The amount of attention given to global studies in early childhood settings and in elementary classrooms is very limited even though there is evidence of outstanding efforts in isolated schools around the country. Morris has provided a very helpful and hopeful description of what is possible. (1) While it is tempting to highlight the few lighthouse school districts or isolated bright spots it is impossible to paint a very bright picture from a survey of the whole scene because the generally held assumption is that global concepts and content are best reserved for

the secondary level or upper elementary, at the earliest. A practiced eye may observe isolated activities in nearly any school that might be construed to reflect a global awareness, such as the singing of songs from or about other nations, shared experiences and momentos from a trip by a teacher or a student to another country, recognition of a special holiday that is rooted in a foreign culture, discussion of a commonly viewed television show, or a passing reference to some international tragedy or catastrophe that is the center of media attention. But only rarely is there evidence of a systematic effort to build a foundation for global understanding or to introduce the students to a world that is more complex than the immediate environment in which they live. When promising activities or behaviors are observed, the accompanying explanations, assuming there are some, are apt to focus on the odd and unusual, calling attention to differences and relegating global studies to a spectator sport that strives to build appreciation (often subtly and unwittingly) for the superiority of the idealized national culture, traditions, institutions, economic and political systems and religious practices. Thus opportunities for initiating global awareness are lost or made counter productive, actually creating attitudes to be overcome. The failure of the system and the teachers to incorporate more than incidental opportunities into the curriculum and the biased or uniformed nature of the responses to these chance opportunities suggest the need for much more than tinkering with curriculum content and instructional methodology.

The University Scene

Teacher preparation programs are confronted by the challenge of

unformed or illformed global consciousness among faculty as well as among their students. Not a small part of the problem is the lack of any expectation that early childhood and elementary teachers should attain any significant level of sophistication in learning whether it is science, mathematics or the complexities of international understandings. The greatest blights on the field of elementary and early childhood education are the under-evaluation of the role instruction at these levels plays in educating the nation's population and the veiled contempt with which teachers at these levels are held, a contempt that is demonstrated by disregard of teacher involvement in curriculum decision making and which grows out of over familiarity with life in elementary classrooms and the unfounded assumption that all that is needed to teach at the beginning levels is a bit more information that the students and an ability to keep order in the classroom. If a choice is necessary between the two requirements, ability to maintain order is prefered.

We live in a culture in which all citizens have experienced some kind of formal elementary education. As a result, everyone has a semblance of an idea about what the curriculum of the elementary classroom should contain and how it should be delivered. Only our failure to realize the dream of compulsory early childhood education has spared early childhood educators the same kind of controlling scrutiny and constant second guessing that hounds elementary teachers. On the other hand, the elective nature of early childhood education and the child care emphasis of both the curricula of many early childhood programs and the jobs graduates of the programs take remove early childhood education from serious consideration by the critical public who decry the failures of our educational system but are reluctant to provide the acknowledgement and support

required to change it.

Elementary education, to a greater extent than early childhood education, suffers from over familiarity and the stigma of being the bottom of the educational totem pole that supports the resulting superstructure and establishes the limits of our cultural base. Because of its function as the foundation of the rest of the system, the introduction to formal education is critical. Not unexpectedly nor totally unfairly for a knowledge related industry, elementary educators are judged by the amount and type of education they receive and their level of performance on national tests. On these criteria they have been found wanting. The problems education as a profession faces in combatting the resulting criticisms are grounded in ambiance. On the one hand teachers at this level are perceived to be weak in fundamental intellectual skills and abilities but on the other hand, since only basic "elementary" level learnings are expected to be taught, there is no great demand for improvement or expectation that the pool of prospective teachers will be or ought to be improved. The public is still satisfied to have a caring, motherly type individual do the disciplining of both body and mind. In addition, Sears (2) has found that prospective elementary teachers, while viewing their personal motivations positively, are apt to view their peers as lacking dedication to becoming a strong professional. Rather, they suggest that their peers are "socialites", interested in partying and making contacts for non-professional and non-academic purposes.

Issues to be Addressed

For sometime research has shown that the earliest, pre-school years, play a central role in the intellectual, social and emotional development

and subsequent performance of each individual as an integrated being. The message from researchers seems to be, "The earlier the intervention, the better." And yet, the national commitment to early education of young children and the training, licensing and supervision of early childhood educators continues to rock along with a conestoga wagon mentality. The leaders in the field seem unsure about what to do or unable to marshal support for action. Recommendations vary from replacing parts of an old system with pieces from elementary licensing patterns to establishing totally new educational patterns based on what are perceived to be the unique needs of young children and the special demands on early childhood educators. There appears to be a marked division in the thinking of educators over the advisability of providing any formal instruction in or about global studies at this level. The dividing point seems to be between the primary and upper elementary grades. If agreement is reached to include some elements of global studies, disagreements arise over whether the content should be facts and data, cultural exposure, global concepts, incidental experiences with and in settings other than the familiar, as well as exposure to issues of hunger, population explosion, natural resource utilization, shared wealth and nuclear destruction. Even in the face of research evidence in the areas of cognitive development, emergence of prejudices and the development of attitudes (3) that suggest early and continuous concept formation, the common sense expectation is that young children should be kept from the confusion of ideas that might upset them and complex concepts they do not understand. Those arguing against breadth of exposure and varieties of experience fail to recognize the role of incidental exposure and initiation into the vocabulary and images of a rich diversity of environments as a significant asset in the

emergence of more complex conceptual understandings. The traditional curriculum, at least through the primary grades, is limited to the notion of the egocentric child developing gradually in a series of expanding circles of interest and understanding from the self to the home to the community to the nation and finally to the world or global perspective. The conflict between the research data and the tradition of social studies education has left the field in disarray when confronted with questions about the advisability of international or global studies. For many the decision is a fundamental, philosophical and political decision. As a group elementary teachers tend to be conservative. "Global studies" conjures up visions of miniature United Nations and complex sociological and cultural considerations, not only far removed from the interests and abilities of students before the teen years, but also threatening to the ideal of nationalistic cultural transmission.

Even if agreement is reached about when to enclude global studies in the curriculum and what to include, the elementary curriculum is glutted with special emphases. If the call for basic education has done nothing else, it has suggested that a "leaner cuisine" may be healthier in a nation of bloated opportunity and aggressively competing interest groups. The supermarket or smorgasbord mentality has created a glutted curriculum that has grown by addition. The teacher education curriculum faces similar problems. In an age of proliferating knowledge and academic specialization many specialists in teacher education turn a deaf ear to pleas for integration of methods courses and greater articulation of content. Each defends the turf of his/her hard earned specialization.

While decision-making has been championed as the heart of the social studies curriculum for two decades, the practice of educators has not

reflected the rhetoric. New content is added without removing anything. In many ways the traditional pattern of the thirties and forties that introduced geography and simplified geographical concepts at the third grade level did a better job of illustrating global diversity, even if naively and with strong overtones of cultural superiority and occasionally marked racism and stereotyping, than do contemporary efforts to "cover" the globe with a sensitivity to diversity and the complexities of human interaction, In the area of social studies education alone the profession is faced with the need for teachers who are well enough informed and educated to act as knowledgeable decision makers about the curriculum they will present, facilitate or direct. However, many throw up their hands in dismay at the prospects and blindly follow the path of least resistance, usually a packaged program of materials and texts that may only incidentally touch the reality and experience of the teacher or the students.

Another impediment to change focusing on professional education courses alone is the increase in specialization that has struck the undergraduate general education programs. One must recognize that undergraduate teacher education is much more than professional education courses. The general education component and majors and minors are taken from the offerings of the total university, seldom from education faculty. Specialization in the various disciplines has become the practice within universities. As a result, it is not unusual for classroom teachers to have had special courses in literature, history or the sciences that probe a limited portion of a desirable knowledge base while leaving unexplored the vast canvas of human experience and knowledge required for an informed teacher. The fall out from the specialization practiced

in colleges of arts and sciences is felt directly in the professional preparation of teacher educators, as they in turn specialize to a point that they may believe themselves to be incapable of being the generalist required at the early childhood and elementary levels. As the Project on Redefining the Meaning and Purpose of Baccalaureate Degrees has suggested,

> Adept at looking out for themselves--departmental staffing student enrollments, courses reflecting narrow scholarly interests, attendance at professional meetings--professors unquestionably offer in their courses exquisite examples of specialized learning. But who looks after the shop? Who takes responsibility. . . for the curriculum as a whole? Who thinks about the course of study as it is experienced by students?(4)

These and many other questions must be addressed in any effort to develop a workable curriculum for global studies in the preteen years. The problems operate on both the school and university levels.

Teaching, especially during the early years, is much more than presenting subject matter and guiding skill development. It is also collecting milk money and supplying basic nutrition, it is providing child care and dealing with abused children, it is facilitating social integration and worrying about latch key children, it is mediating the problems of broken homes and traumatized infants, it is addressing cultural diversity and conflicting moral and ethical assumptions. This litany of responsibilities is far from being definitive, but it suggests the problems and questions the way it is. At the university level similar concerns abound but they are seldom considered by the professor. And yet they may play a critical part in any hope to achieve the goals of global studies. At the same time the problems and questions provide clues to the way we would have it be and they may even suggest how to get there from here. The magnitude of the deficits visible in any comparison of the present condition and the desired end state suggest the directions we might take in integrating

global studies into a creatively articulated program for the educators of children through the preteens.

What Ought To Be

A Cumulative and Realistic Program

Just as the description of what is had to take into consideration the local classroom milieu as well as the teacher education milieu, consideration of desirable ends must look at what is desired for children and what is desired in the education of their teachers. We also must recognize the cumulative nature of learning and the need to develop readiness, not merely expect it to happen. Dewey has clearly pointed out that education is "a continuing reconstruction of experience." (5) The school's role is to "simplify existing social life. . .to an embryonic form" so as to bring the child in contact with reality that is less confusing and distracting. (6) Dewey does not suggest avoidance of contemporary society and the reality around us.

The day care center, nursery school, kindergarten and elementary school should each provide an environment rich in diversity of materials and atmosphere that serve to incorporate global information, illustrations, artifacts, concepts and ideas in the world of the child as a normal part of living in a complex, interdependent world. The immersion of children in the world need not be a traumatic, frightening experience. Children are not foreigners in a Global Village or on Planet Earth. The changing world we live in is theirs to ponder, enjoy, understand and come to terms with, even in its ugly and sometimes frightening visages. It is only in fairy tales that everything comes out all right in the end and that good always triumphs. Children, youth and society in general are ill served

by antiseptic environments that seek to protect them from the multiple realities of the world in which we live. In fact, the bombarding of the whole of society by visual and auditory media in living color is readily available to citizens of all ages. One suspects that the reality is a more vivid presence to children and youth than to adults. The sterilized presentation of reality in subtly censored curricula is confusing to children who may be led to suspect that the adult media are lying to them or that their adult models are insensitive to or incapable of understanding the reality that is served up as news, documentaries, special features or entertainment.

Much of the content of global education is a part of the everyday experience of each of us. Our biggest problem is our failure to recognize it and see ourselves as apart of it. Children need help making sense of these stimuli just as they need help in making sense of the printed word or numerical symbols. What does it mean to see an earthquake or bomb shattered building if bombs and earthquakes have only been seen in the ghost light of television? What does it mean to see the starving children of Ethiopia or India if the experience of hunger is an unsatiated desire for chocolate that has been forbidden because of hives or other alergic reaction? What do Star Wars mean when cute robots impersonate people and destroy hairy animal-creatures of no clear ancestory or relationship to "my grandma" or "my uncle and aunt"?

At another level, the environment in which any individual lives is severely circumscribed by the selection process and criteria used by the image builders. The two major determiners of our natural global environment and imagery are the news media and the advertising media. (Too frequently one suspects they may be tied together.) The presentations

they make are part of our curriculum or the curriculum context for our lives, whether we want them to be or not. To be sure they are not sufficient and may be very dangerous if left unexplored, unevaluated, and unchallenged by the child who has no foundation with which the media's message may be compared.

Incidental and Planned Curricula

Thus far the discussion of desired global learnings has focused on opportunities for learning that may arise from regular life experiences of the child in an unexpected or unplanned manner. The well prepared teacher is able to bring intentionality to such events and meaningful learning ensues. But global studies can not hope to become a central organizing force in the curriculum if it is left to chance and the subtlties of the hidden curriculum. The heavy incidental learning from the media alone suggests the need for intentionality in presentation of new material and special curricula that will present a more balanced view of the information mix that is available and that goes beyond the purposes of news agencies, advertising, and fantasy.

The view I hold does not call for adding merely another course or unit or lesson to an already overcrowded curriculum, especially in the early years. Rather it calls for the integration of subject matter, skills, curriculum materials and experiences into an articulated whole by the teacher in the interactive process of teaching. For the teacher's part he must come to the classroom able to see the global implications of a trip to the zoo or the welcoming of a newcomer into the social fabric of the classroom whether the newcomer is from Peru, Indiana or Lima, Peru or Lima, Ohio. The teacher must be alert to the use of the identification

of relevant illustrative material from a variety of cultural settings and social contexts whether the class is geography, reading, language, mathematics or science. The contributions of diverse cultural and ethnic groups to the quality of our life is a natural part of a sensitive and total presentation of any subject matter. But, teachers must be prepared and knowledgable about the information with which they come in contact and creative in their use of the learning moment.

Not every opportunity should be used for didactic teaching. Passive learning is an important ingredient in the mix. The incidental stories from other cultures and about other customs and traditions, the use of pictures that matter-of-factly show differences and similarities of action, habits, dress, food, living conditions, etc. quietly illustrate the presence of diversity, the acceptability of different ways of doing things and different ways of perceiving the world.

Furthermore, a whole panoply of individual experiences may provide a launching pad for an expanded awareness of global interaction whether students have visited or lived in other communities, countries or cultures, have parents or other relatives who have come in contact with persons who speak a different language or dialect or merely purchased something with a label designating that it was made in Korea, Zaire, Taiwan, Mexico, etc.

Subtly and selectively the curriculum should include specific learnings of information and concepts being developed in the various major components of the curriculum, including language development, number and symbol significance and manipulation, music, art, social studies, science, health and human interaction. Such incidental presentation of a global context is indispensible to a satisfactory early childhood education and elementary education program, but it is not sufficient.

Special, planned curricular experiences that fit within the basic curriculum should be included on a regular basis. For example, classes at the primary level might include a two week study of peaceful coexistence as a prelude to United Nations Day, Veterans Day, or Memorial Day. Educators at the Kobato Kindergarten in Hiroshima, Japan have been using such a curriculum with an emphasis on harmonious relationships among all parts of the environment, but with special sensitivity to the impact of nuclear war. Space does not permit the development of specific plans or even an outline of a model program. Schooling for a Global Age presents a rich resource with ideas for school districts and teachers who would engage in the process of planning curricula for global studies programs. (7)

Teacher Preparation

The demand for the very best teachers with the broadest possible preparation for the earliest years is not a new expectation. The ancient Greeks found their ideal in the Laconian woman who modeled good speech, understanding, and the virtues of Greek culture. No less should we aspire to the ideal of a fully prepared elementary educator who is capable of integrating an increasingly complex knowledge and skill base and modeling the attitudes and values of a literate global educator.

Preparing teachers to perform adequately in terms of global education requires a broad based general education and a focused professional core. General education should include (1) an extended liberal education, (2) special opportunities in cross-disciplinary scholarship that emphasizes synthesis of learnings, (3) experience in foreign language and cultural studies, (4) participation in exchange programs between education institutions in diverse cultural settins, and (5) required cultural immersion in

terms of national and international cutlural pluralism. The professional sequence must incorporate opportunity to learn to identify basic concepts of global studies and their interconnectedness. Secondly, opportunities are needed for learning to recognize and use incidental learning opportunities for meeting global studies objectives and translating complex concepts into meaningful curriculum for students who are not yet intellectually equipped to deal with complex concepts.

The ideal program may be closer to realization now than it was a few years ago. The increased attention being given to undergraduate general education curriculum is a long needed plus for persons concerned to develop a global perspective and a heightened sensitivity to global issues. The Association of American Colleges Committee study (8) correctly emphasizes the need for a liberating general education that addresses the core of cultural content in each discipline and subject area. For too long general education has been a pot pourri of electives within broadly defined categories that fail to provide a common core of learnings and experiences that are critical for elementary education undergraduates. In the case of early childhood and elementary majors the temptation has always been to require the minimum general education requirements and to avoid the "tougher" courses in mathematics and the sciences which are considered to be unnecessary for teachers of young children. They may well be of limited value as now taught but not because of the teacher's anticipated job. Rather, the research interests and pressures on the faculty draw professors away from teaching and development of meaningful courses that develop understanding of science and scientific concepts, that consider the moral dilemmas created by the expanding frontiers of knowledge, and that treat methodological, philosophical and social issues related to scientific

inquiry. It is necessary to redesign the whole of undergraduate education so as to invest in the total faculty the responsibility for providing an adequate curricular base for professional development of elementary teachers. There is little opportunity for the breadth of coverage desirable in the education of elementary teachers in a haphazard collection of courses taken in specialized areas of a discipline. For example, the study of American history, English history and the Russian revolution can not claim to address the ideas of history or the vast expanse of history that has come to influence the day-to-day existence of mankind on planet earth. The relationship of the history of science, of literature, of music and art, to name illustrative areas, is every bit as central to an extended liberal education as the increase in coverage of diverse geographical, national and chronological periods. What is clear is the vastness of the knowledge base from which selection must be made. What is equally clear is the conclusion that greater intentionality must go into the selection process when decision are being made about what to include and what to exclude. The vested interests of research scholars and their specialties may no longer be permitted to determine curricula. The centrality of international and multicultural experiences must be considered in developing the curricula.

An answer to the problem of the informational glut in the knowledge market is cross disciplinary synthesis of content and concepts. At the teacher preparation level the undergraduate needs less introduction to and specialization in the world of disciplinary methodologies than he needs to the life of the Renaissance man with his ability to synthesize knowledge and imaginatively relate the concepts and methodologies of inquiry and life to each other so as to raise the quality of life through

new insights. Since elementary education must deal with the whole gamut of educational issues, subjects, content and contexts, teachers must be as broadly prepared as possible.

Bridging the gap between emerging cognitive abilities and the potential of diversely rich cultural contexts that lead to initial questioning and opportunities for meaningful foundation laying are indispensible for later understanding. Not only must the teacher be knowledgeable, she must be sensitive to global implications and able to take advantage of unstructured learning opportunities. In addition, the teacher must be prepared to contribute to the systematic planning and integration of formal curriculum that addresses global studies, especially at the upper elementary level.

The type of program envisioned here would require a fifth year of study in professional education. It would include extensive field work in curriculum development and cross-disciplinary integration as well as classroom teaching. Ideally, the professional experiences would begin on a limited basis during the junior year and would involve extensive integration of general education experiences in the content of the professional sequence.

A third requirement for elementary and early childhood education is that of foreign language preparation, experience, and related cultural studies. The cultural imperialism inherent in the American practice of denying a central role for second language acquisition in our formal educational system is a major stumbling block to any meaningful achievement of global understanding and facility in use of global concepts. A minimum of two years of language study coupled with cultural studies that demonstrate the interrelationship of culture, values, art, religious and

economic development are a must. With this requirement goes the assumption that other classes in economics, literature, religious studies, art, etc. will be coordinated and that the various instructors will likewise have a breadth of background sufficient to permit the correlation of illustrative materials from various disciplines and courses.

The approach is grounded in an wholistic conception of learning that expects students to learn how to be responsible for their own learning and to take advantage of and seek out opportunities for enriching and extending their education beyond the classroom. Therefore, global travel is a fourth requirement. This does not mean that one should go around the world in 80 days nor that one should strive to visit as many countries as possible. Rather, the expectation is that travel will be intentionally sought which will add new dimensions to the experiences one has had. It is important to remember that the globe includes one's immediate surroundings. A variety of incentives already exist in the form of tax breaks and special education packages. For some, the travel may be no farther than unknown communities within their own geographical region, their own state, or their own metropolitan area. For some the wonders of the globe may not be hidden by geographical distance. It seems criminal to have persons teaching who have never ventured farther than 50 miles from home.

A fifth requirement should be the institution of regular exchange programs between schools and communities of one culture with the schools and communities of another culture. Sister city programs, twin-city arrangements, and a wide variety of student and cultural exchange programs have been in operation with greater and lesser degrees of success for many years. While each one of the existing arrangements has had weak points, each also provides evidence of the educational potential of such interchanges. Two

way sharing and communication are indispensible if a partonizing and parochial approach is to be avoided. While student exchanges are fairly routine for teenagers and adults, in many ways the values may be greater and the educational drawbacks fewer for preteens since the adjustment to language and culture may be easier. Short term exchanges of a teacher and a small group of students could be of special value if a regular pattern of exchange were instituted that led to longer term relationships.

Exchanges of this type do not require direct involvement in the travel by all teachers and all students. With modern technology typical letter writing and document exchanges can be enhanced with audio tapes, video tapes and class produced movies that may involve the participants in all aspects of planning and production and include all aspects of the curriculum.

Exchanging teachers is a minimal expectation which helps to keep costs low. The value of exchanges are enhanced by careful matching of needs and potential contributions in the cooperating schools. Obviously, the earlier emphasis on second language learning takes on added meaning when the teacher is expected to handle instruction in a foreign tongue. But equally important is familiarity with cultural practices and local customs.

How Do We Get There From Here?

It is important to recognize that the suggestions made here can not be realized overnight nor without extensive commitment to the ideals of global education and intercultural cooperation and understanding. It is assumed that the task is worthwhile and that there is agreement about the goals. Even then, the task is barely begun. The whole of undergraduate

preservice education through the development of master teachers must be involved. The actors in the drama dare not be only the classroom teachers or the teacher educators. A wide, inclusive spectrum of individuals from the local level to the international level must be involved as well as governmental, professional and lay organizations and leadership.

During a period of transition from stark beginnings to full development of a teacher preparation program that would be supportive of a global studies focus in the education of young children, there is much that can be done incrementally on all levels. Each individual can seek out opportunities for travel to unfamiliar areas and contacts with heretofore unexperienced situations, cultural settings, and resources that will serve to expand one's understandings and challenge one's assumptions. The individual teacher as incipient interpreter and synthesizer of events and situations and securer of resources and illustrations must continually be alert and sensitive to the serendipitous occurences that bring new insight and meaning to the ordinary and common within the usual curriculum.

At the local level the teacher seen as a global citizen who travels and is knowledgeable about and conversant with a number of diverse cultural settings is a powerful model for enhancing local efforts. Teachers should be encouraged and given incentives to develop global competencies and experiences. Pen pal projects are surely one of the oldest and most common strategies for developing relationships, understanding and empathy between persons separated by distance and culture. While language is frequently a barrier, this too may be overcome by teachers who know a second and third language. But pen pal projects should not be limited to students. Teachers should also be seen as writers and learners in the cultural exchange. When possible the whole community may be involved in

shared exchange of documents, books, gifts, and momentos as a prelude to the exchange visits of teachers, students and other citizens. A parent or regular staff member could be given responsibility for helping teachers ease into a global mode of awareness and involvement.

At the state level legislatures are involved both as concerned initiators and as responsive officials to the desirability of global education. In Indiana, at least one course in world civilization has been legislatively mandated for all prospective teachers. The distance between legislated requirements and the intended educational outcome may be wide, but the requirement has been set and the opportunity is there for creative response by university faculties. In addition, multicultural experiences have been mandated. These are to acquainted students with the ethnic and cultural diversity of American culture and sensitize students to the pluralistic aspects of our heritage and present cultural context. Again, an opening has been provided for development of imaginative and broadening experiences for all prospective teachers. Obviously it takes more than mandates and opportunities to realize the fullness of the dream. Efforts, even well intended, are apt to be met by rebuff grounded in our stereotyped prejudices. Strong leadership is needed at the university level to shepherd mandates into effective programs. The ideas must be nurtured by sensitive and committed teacher educators who recognize the remedial nature of the task and the power of the psychological defenses within themselves as well as within their students. A major breakthrough would be the recognition of our national cultural pluralism as a component of international and global pluralism.

At the national level the global education banner is carried by professional organizations, governments study panels and special interest groups

during this time of conservative retrenchment and fundamental jingoism that would have us cease cooperation with United Nation agencies, use saber rattling instead of conciliation, and religious fervor and fanaticism in place of informed, rational reflection and discussion. But even in such a context, the call for reform of undergraduate education, while threatening to the egalitarian pulse of America, may serve to enhance the foundation necessary for increased global awareness and understanding. As in the case of all education, it is not so much the specific curriculum and its content, but the steadiness of the guiding hand, the soundness of the vision behind it, and the commitment of the individuals that make the difference. The indirect pressure of the expectation builders is already being felt.

On the international level two types of non-governmental agencies or organizations having special significance for educators are in operation. Teachers at all levels have access to many service organizations to which they may belong or from whom they may receive support for classroom programs in the form of materials and information and human resources both domestic and foreign. Another source which must be approached with sensitivity and care is the availability of information and resources found in religious mission outreach. In so far as these organizations are willing to make materials, reports and speakers available with the understanding that the sectarian content and message must be assidiously avoided, most groups have background materials that may be useful after informed screening. Such screening should also be used with any commerical, political, business, or other material designed to convey a particular message.

The business community, while not totally separate from either of the foregoing examples, has, from time to time, visitors and public

relations material designed to show the extent and nature of its international relations. Again, interpretation of all materials must be guided by the teacher so as not to overwhelm ormisinform the young child. Obviously preparation for such decision making and interpretation must be a part of the teacher's education program.

Two additional resources for elementary global education bear mentioning. To some extent they overlap with some of the categories highlighted in the preceeding discussion. They include professional organizations and governmental or governmentally related organizations. In the former category are organizations that permit or encourage teacher membership such as the World Council for Curriculum and Instruction, the National Council for the Social Studies, the American Educational Research Association, the International Reading Association, the Association for Childhood Education International, and the Association for Supervision and Curriculum Development. These are but a few of the hunderds that may be of interest and use to educators of children. In the second category are a plethora of governmental agencies including the United States Information Agency and the Fulbright Commission with its various categories of visiting foreign students and scholars as well as American scholars who have spent time in foreign countries. Furthermore, there are the various United Nations agencies and programs, some specifically designed to appeal to children across cultures.

It is tempting to draw up lists of specific plans, opportunities, resources and ideas for the interested classroom teacher to use. This has worked for the few in rich, nurturing environments or for thos who have a strong personal commitment and strong will to persevere against the odds of ennui, lethargy, hostile contempt and outright antagonism

and guerilla war fare against their efforts. What has been suggested is a concerted call to prime the pump of teacher education so as to release the inherent good will of the mass of childhood educators and focus the energies of the total teacher education program on more meaningful context building for future classroom teachers of the preteens.

Notes

1. Donald N. Morris, "Elementary School Programs," Schooling for a Global Age, ed. James M. Becker (New York: McGraw-Hill Book Company, 1979), pp. 111-151.

2. James T. Sears, "A Critical Ethnography of Teacher Education Programs at Indiana University: An Inquiry into the Perceptions of Students and Faculty Regarding Quality and Effectiveness," (unpublished Ph.D. dissertation, Department of Curriculum and Instruction, Indiana University), p. 351.

3. Judith V. Torney, "Psychological and Institutional Obstacles to the Global Perspective in Education," ed. Becker, op. cit., pp. 59-93.

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